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ABSTRACT

This sixth in a series of nine learning modules on instructional management is designed to assist secondary and postsecondary vocational teachers in establishing and maintaining a procedure for attending to the basic first aid needs of students. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the learning experiences and the resources required. Materials in the learning experiences include required reading, a student accident report form, a self-check quiz, model answers, a first aid planning checklist, case studies, an emergency first aid care checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training (on an individual or group basis) of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers.) (BL)

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ED149105

MODULE

E-6

Provide for the First Aid Needs of Students

MODULE E-6 OF CATEGORY E—INSTRUCTIONAL MANAGEMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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CE 014 341

FOREWORD

This module is one of a series of 300 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

"An ounce of prevention is worth a pound of cure" is an old saying that applies to safety. As a vocational teacher, you must be constantly aware of correct safety practices. You must be diligent in your supervision of students assigned to hazardous equipment in your classroom or laboratory. **Preventing** injury is your personal and professional responsibility.

But, you must be prepared for the unexpected. What would you do if a student caught his/her hand in a metal lathe? What if one of your students fell and was knocked unconscious? Could you act quickly and reliably in an emergency? The few minutes while you wait for a doctor or ambulance could be critical to a student who is injured.

Each state and each local school district has laws and regulations governing the administration of first aid by non-medical personnel. You should be well aware of these regulations as they apply to your function in administering first aid to your students. The first aid procedures that you establish in your vocational program should be structured around these regulations as they relate to policies in your school.

This module is designed to help you establish and maintain a **procedure** for attending to the first aid needs of your students. It is **not** a course in medicine or first aid, but it will help you get acquainted with the basics of first aid. In order to be adequately prepared to provide for the first aid needs of your students, you should take this module in conjunction with a course in first aid care.

ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps involved in, and the procedures for, providing for the first aid needs of students (*Learning Experience I*).
2. After reviewing state and local policies regarding the administration of first aid in the school environment, develop a plan for providing for the first aid needs of students in your occupational specialty (*Learning Experience II*).
3. Given case situations describing student injuries, outline the steps to follow in providing emergency treatment for each situation described (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

Reference. The American Red Cross. *Standard First Aid and Personal Safety.* Garden City, NY: Doubleday and Company, Inc., 1973.

Optional

A Red Cross first aid course that you may enroll in.

Learning Experience II

Required

State and local laws governing the administration of first aid by non-medical school personnel.

A school administrator, principal, or nurse knowledgeable about local school first aid policy with whom you can consult.

A teacher experienced in organizing a first aid procedure with whom you can consult.

Learning Experience III

Required

A resource person to evaluate your competency in planning for emergency treatment.

Learning Experience IV

Required

An actual school situation in which you can provide for the first aid needs of students.

A resource person to assess your competency in providing for the first aid needs of students.

This module covers performance element number 184 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

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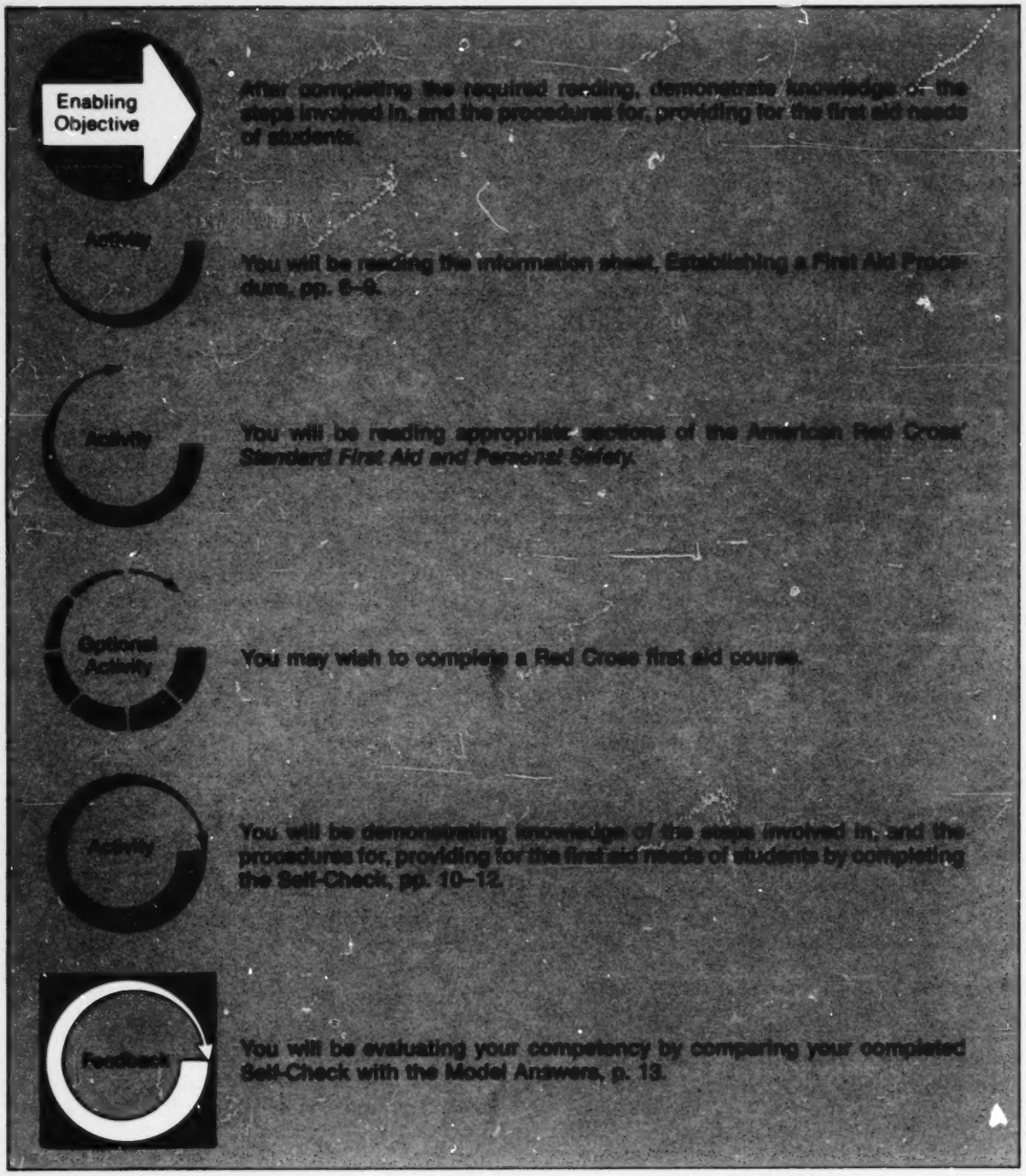
Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the steps involved in, and the procedures for, providing for the first aid needs of students.
Activity
You will be reading the information sheet, Establishing a First Aid Procedure, pp. 6–9.
Activity
You will be reading appropriate sections of the American Red Cross' *Standard First Aid and Personal Safety*.
Optional Activity
You may wish to complete a Red Cross first aid course.
Activity
You will be demonstrating knowledge of the steps involved in, and the procedures for, providing for the first aid needs of students by completing the Self-Check, pp. 10–12.
Feedback
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 13.

Activity

For information describing the steps involved in organizing a first aid procedure in a vocational program, read the following information sheet:

ESTABLISHING A FIRST AID PROCEDURE

Your responsibility as a vocational teacher for attending to the first aid needs of students is twofold. First, you **must** acquire the first aid training needed to give temporary care to sick or injured students. Every vocational teacher should complete a first aid course in order to be able to provide emergency help to students and to protect himself/herself legally.

The extent of training required usually differs from one school situation to another. Regardless of the requirements of your school, however, you need to have a reasonable level of competence in giving students basic temporary care. This care includes such things as knowing how to keep an injured person warm, and knowing how to apply a tourniquet. You can acquire the **background** you need to have to apply temporary care by reading the reference, *Standard First Aid and Personal Safety*. You can acquire the **skill** you need to actually provide first aid only by completing a first aid safety course.

The second responsibility, which is addressed in this information sheet, is to organize and maintain a first aid procedure in your vocational program. The first aid procedure that you establish must reflect the unique needs and characteristics of your school. Since each school situation is different, very few procedures are standardized. Therefore, what works in another school may not work for your school.

The following sections describe the steps involved in establishing and maintaining a procedure for attending to the first aid needs of students.

State and Local First Aid Policy

Every school system will have a slightly different approach to providing first aid for its students. The basis for such variations can be traced, in part, to state and/or local first aid policy. These regulations range in kind from the first aid training required for school personnel to the number of first aid kits to be installed in the school building. Thus, an analysis of these policies can help to establish the extent of responsibility you will have in your vocational program.

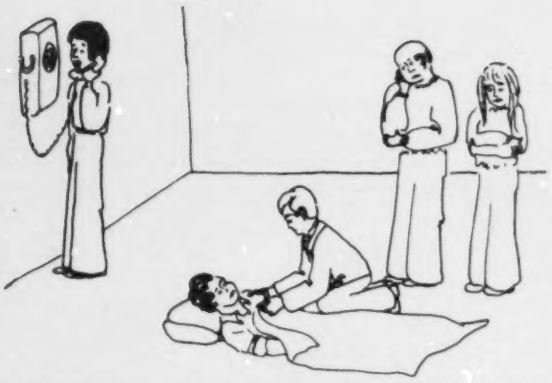
Assume, for example, that you were to start a new job in a school which required all teachers who administered first aid to have a certificate. What would you do if you did not have such a certificate? In this situation, you would have to depend more on other sources to give first aid treatment to your students or enroll in a course yourself.

The school's policy, in this instance, makes it clear who will be responsible for first aid and the amount of training required. Therefore, a thorough examination of state and local first aid policies can help you (1) determine the extent of your responsibility for first aid care, (2) establish a first aid procedure, and (3) maintain the necessary first aid supplies and equipment.

To determine your school's first aid policies, you may wish to contact the school nurse, health services office, principal, superintendent, etc. After determining the school policies that will affect your first aid procedure, as well as the first aid procedure you will implement in your vocational program, you should obtain administrative approval of your plans.

Procedures for Emergencies

In the event of serious injury or illness in the vocational program, you are responsible for giving immediate attention to the student. This responsibility usually includes (1) administering emergency care, (2) notifying parents and the school



administrator, and (3) transporting the student to his/her physician. In the case of adult students, a family member needs to be notified only if the individual is unable to do this himself/herself.

Reading sources similar to *Standard First Aid and Personal Safety* and enrolling in a first aid course will provide you with knowledge of how to administer basic emergency care. However, there are several additional considerations. The first consideration is that you may have students who might have an allergic reaction to certain first aid procedures, or who have religious beliefs (e.g., Christian Scientists) prohibiting medical treatment. You must know these facts and plan your emergency procedures accordingly.

Another consideration is that there are usually state and local policies to regulate the types of first aid to be administered by school personnel. These regulations have legal implications. That is, failure to operate within policy boundaries could result in legal action by a parent against the teacher. A plan for emergency treatment should, therefore, reflect this concern.

The second consideration in planning emergency treatment is the first aid preparation of other school personnel. For example, in some school situations, a full-time nurse is available. Every effort should be made to utilize his/her specialized training in emergency situations and all other first aid needs. In addition, it is possible that other teachers may have more intensive training through previous employment related to medicine or military service. These resource persons could vastly improve the potential effectiveness of a first aid program.

Each step involved in an emergency situation requires careful preplanning. Parents of secondary school students, for example, should be notified as soon as possible, but care should be taken to avoid undue panic or excitement. This can be accomplished by giving parents specific details, not just a message that "your child is sick or injured."

A phone call to the appropriate physician, hospital, or clinic could be delayed if telephone numbers are carelessly dropped in out-of-the-way places. In an emergency situation, every second counts, so you should take care to locate important phone numbers in conspicuous places (e.g., on the first aid kit, or on the office phone).

Most school systems have some guidelines to determine the physician or medical facility to be contacted. Location of the school or parental preference could necessitate calling one designated medical facility, or even one physician, for all emergencies. Whatever the case, such details should be worked out before classroom or laboratory activities begin. You should know in advance exactly where the physician's office or the medical facility is located, and should have mapped out the best route to get there.

Another important dimension of your plan for emergencies involves purchasing and storing first aid supplies. The factors which determine the kinds and amounts of supplies needed are (1) state and local first aid policies, and (2) your knowledge of possible injuries that could occur in your area of specialty. A commercial baking program, for example, should have supplies to treat burns; a diesel mechanics program should have supplies to treat lacerations; and an industrial electricity program should be prepared to treat shock.

Without good planning, you might find yourself with ten rolls of adhesive tape, but without the right size gauze to treat a cut in an emergency. To find out what supplies are needed for your first aid program, you may wish to contact your school nurse or the college health service. You may also obtain this information from a first aid text, or a first aid handbook related to your occupational specialty.

Once appropriate supplies are obtained, it is equally important to locate them in a place which

can be quickly and easily reached. An additional responsibility for first aid supplies is to give specific instruction on who will use them. Students tend to get embarrassed when they have suffered a careless injury and will often try to administer first aid on their own. First aid supplies should **not** be available for this purpose. Each student should be aware that **only** the teacher or other qualified person (e.g., school nurse) is authorized to use first aid supplies, especially in an emergency situation.

Recording and Reporting Accidents

In vocational programs where safety is effectively emphasized, there are usually few injuries to be reported, except for the occasional scratch or minor cut. These minor injuries often go unnoticed and unrecorded. The most common reasons for this are that (1) students do not care to reveal that they were careless, and (2) teachers sometimes take the time only to report accidents causing serious injury and consider a report of a small scratch "busy work." However, **no** injury should be ignored. Even something as trivial as a skin puncture caused by a sharp pencil can have serious consequences.

You should encourage students to report **all** accidents, major or minor, and should maintain a record of each because (1) accurate records of injuries can be used to improve safety instruction and hopefully reduce those accidents; (2) a full account of injuries could be useful in the event of later litigation; (3) encouraging students to report all accidents increases their safety consciousness; and (4) accurate reports of accidents can be given to the National Safety Council. (This organization publishes facts about accidents on a national basis, and these facts can be used to improve safety instruction and thereby improve upon your school's safety record.) Students should be made aware that the success or failure of the first aid procedure depends on their cooperation in reporting all accidents, major or minor.

Usually, each school administration will provide guidelines for reporting and recording injuries in your program. The guidelines include specifications regarding content of each report and the form for recording the report. The National Safety Council can provide teachers with guidelines if school systems do not have established procedures. Sample 1 is an example of an individual accident report form. Each school may have a different form to use, depending on the state and local first aid policies and other characteristics unique to each situation.

First Aid Instruction for Students

Successful organization and maintenance of a first aid procedure requires the cooperation or participation of many people (i.e., administrators, physicians, parents, students, and other teachers). Student participation is usually fostered through carefully planned instruction.

In fact, student involvement constitutes a major portion of the first aid responsibility of teachers in vocational programs. It is essential that **all** students become aware of **each step** in the first aid procedure and their **role** in the execution of that procedure. First aid emphasis in school programs could also help students develop an appreciation for proper first aid treatment for all kinds of injuries.

Students should receive instruction in how the first aid procedure will be **organized** and **maintained.** The students should be instructed in the following matters.

- the person responsible for administering first aid treatment
- the location of the first aid kit and its contents
- the emergency first aid procedure and the part they must play in case of personal injury
- the location of information such as important phone numbers
- emergency steps

After students have received such instruction, you should post reminders of important steps around your vocational facility.

Any emergency procedure you develop should include plans for **continued supervision** of other students in the class while you are attending to the injured student, notifying parents, arranging for any additional care required, etc. For example, you may appoint a student to automatically organize students in another area of the room if an emergency occurs. Thus, instructing students in the emergency first aid procedure should include a discussion of **how** this supervision will be accomplished.

In addition, students should receive instruction that helps them become aware of the potential **dangers** connected with laboratory activities and the **method of treating various injuries** should they occur. There is evidence that a student's attitude toward safety is directly related to his/her consideration of the inherent danger of working situations.

SAMPLE 1

STUDENT ACCIDENT REPORT FORM

_____

Name of Student

Date of Accident: _____ **Time of Accident:** _____

Home Address: _____

School and Department: _____

_____

_____

_____

_____

_____

_____

Type of Laboratory: _____

Did the injury become infected? _____Yes _____No

Number of days absent as a result of the injury: _____

Was the injury treated by a doctor? _____Yes _____No

Suggestions as to how the accident could have been prevented:

_____

_____

_____

For information concerning the kinds of first aid care for various injuries, obtain a personal copy of the American Red Cross publication, *Standard First Aid and Personal Safety*. Select sections to read which deal with first aid care applicable to your occupational specialty. You should be reading to establish the steps to follow in providing emergency and first aid care before medical treatment is administered. Ask yourself what kind of emergency steps you could take before a medical specialist arrives.

In order for you to effectively meet the first aid needs of your students, it is highly recommended that you receive first aid training from a qualified instructor. You may wish to enroll in a Red Cross first aid course or to ask your resource person to invite a qualified first aid instructor to your school or institution to present a course to you and a group of your peers.

You may contact your local Red Cross office to identify dates when these courses will be held, or to locate a qualified instructor. Upon completing the first aid course, you will be eligible to rent Red Cross films which you can view to reinforce your knowledge of first aid practices or to instruct your students.

Your resource person may **require** you to complete this activity since first aid skills **must** be learned through practice.

The following items check your comprehension of the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, and in *Standard First Aid and Personal Safety*. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. How would you define "first aid?"

2. In addition to knowing what to do in case of an accident, how can students benefit from first aid instruction?

3. Outline the tasks you would complete to develop a plan for first aid care in a vocational program in your area of specialty. The steps need not represent the order in which you would execute them.

4. Assume that your school system has just hired a highly trained school nurse. What changes would you expect to make in your first aid procedure? Explain your reason(s).

5. Why is it important for you to keep accurate and complete safety records?

6. Why does a laboratory which utilizes the best possible accident prevention program need a planned first aid procedure?

7. What specific first aid skills do you need in order to effectively meet the needs of students in your occupational program?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. First aid is defined as the treatment, both immediate and temporary, that is given to a person involved in an accident or stricken with sudden illness **before professional treatment** is applied. In other words, it is the first attempt to help a victim involved in an accident or stricken with sudden illness.
2. An important benefit of a student's first aid knowledge is that it reinforces his/her safety consciousness. That is, knowledge of the kind and magnitude of injuries that could occur in a given situation tends to sharpen one's desire to avoid those injuries.
3. A workable first aid procedure should be based upon the following:
   - identifying state and local policy regarding the administration of first aid
   - gaining administrative approval of first aid procedures
   - giving students first aid instruction
   - posting signs describing important first aid information
   - planning how students will be supervised when you are attending to an injured student
   - locating a first aid kit in a convenient place
   - obtaining appropriate first aid supplies
   - identifying steps to follow in case of an emergency—an accident or sudden illness
   - placing emergency telephone numbers of doctors and hospitals in an accessible location
   - identifying a procedure for notifying parents or guardian, if appropriate
   - utilizing other first aid services within the school (e.g., school nurse)
4. In view of the fact that a nurse is highly trained in medical treatment, it would be logical to depend on that person to administer first aid treatment where possible. This person could also assist you in improving on every aspect of the first aid procedure you have implemented in your vocational program. The nurse could assist with, or provide for, student instruction in first aid.
5. No accident, **regardless** of severity, should go unrecorded. It is important for you to keep accurate and complete safety records of each accident that occurs for your own safety as well as that of your students. These records can help you improve and develop your safety program in order to further reduce accidents.

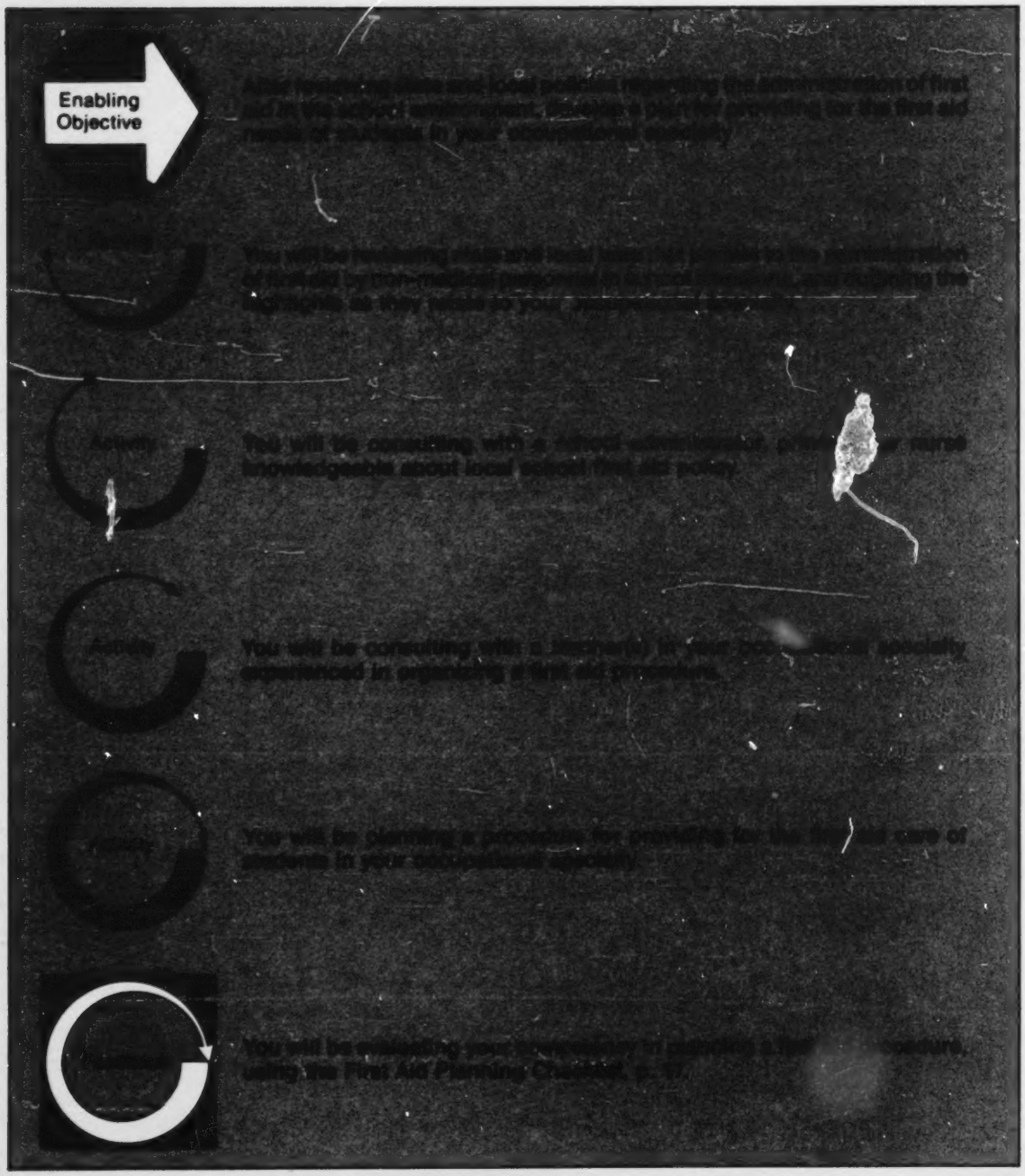
   They can also be part of your defense in the event that a parent chooses to bring a legal case against you because of an accident involving his/her son or daughter. Since even the slightest accident, such as stapling a finger, can have a potentially harmful result, you should record all first aid care you administer. Safety records may also be given to the National Safety Council as part of statistical data-collection efforts.
6. Even the best program of safety can't avoid the occasional accident or sudden attack of illness. Since accidents do happen on occasion, in spite of a good safety program, it is just sound judgment to be ready for the unexpected.
7. There is no one correct response for this question. Your answer should reflect a consideration of the type of equipment, materials, tools, etc., your students use and the type of work they engage in while in your vocational program.

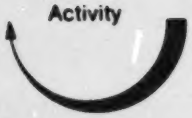
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, and/or in *Standard First Aid and Personal Safety*, or check with your response person if necessary.

NOTES

Learning Experience II

OVERVIEW





Review local and state regulations that govern the administration of first aid by non-medical personnel in school situations. Write or call your state department of education to request information on these regulations or to find out the appropriate sources to contact for the information. Outline the highlights of these regulations as they apply to your occupational specialty.

Arrange through your resource person to meet with a school administrator, principal, or nurse who is knowledgeable about local school first aid policy. During this meeting, discuss the first aid policies that have been implemented in this person's school, and seek advice on how to establish a first aid procedure in your occupational specialty. You might present one to three examples of possible situations requiring first aid treatment which might occur in your occupational specialty, and ask for advice as to how to handle each hypothetical situation.

Arrange through your resource person to meet with a teacher in your occupational specialty experienced in establishing and maintaining a first aid procedure. Discuss the procedure he/she has implemented; for example—

- What provisions have been made for supervising students in case of an emergency?
- Where are emergency phone numbers kept?
- Is he/she certified by the Red Cross?
- What types of injuries is he/she prepared to treat?

Prepare in writing a **complete plan** for providing for the first aid needs of students in your occupational specialty. You should base the content of your plan on—

- state and local policy that regulates the first aid responsibility of non-medical school personnel
- insight gained through contact with a school administrator, principal, or nurse, or a teacher in your area of specialty experienced in first aid procedures
- your knowledge of your occupational specialty (type of work students are involved in; type of equipment, materials, etc., used) and an awareness of the type of injuries you should be prepared to treat

After you have developed your plans, use the First Aid Planning Checklist, p. 17, to evaluate your work.

FIRST AID PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

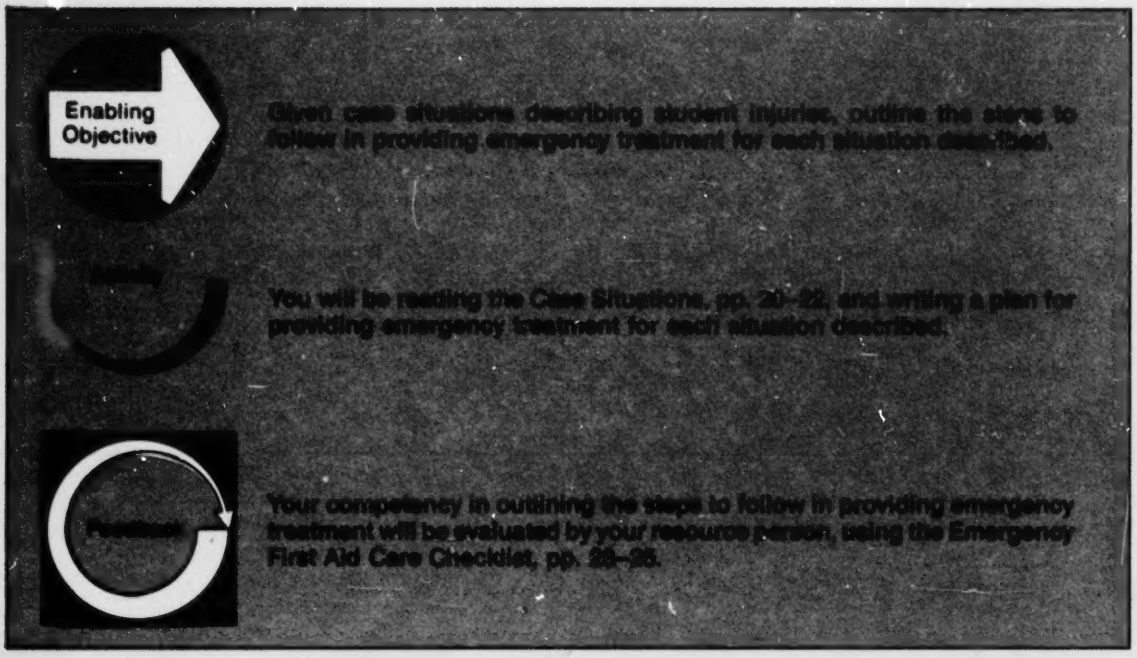
	N/A	No	Partial	Full
The plan made provision for:				
1. administering emergency treatment in case of serious injury	☐	☐	☐	
2. purchasing appropriate first aid supplies and equipment	☐	☐	☐	
3. storing first aid supplies in strategic locations	☐	☐	☐	
4. instructing students on the first aid procedure	☐	☐	☐	
5. utilizing first aid services within the school (e.g., the school nurse) .	☐	☐	☐	
6. identifying appropriate physicians and/or hospitals when needed	☐	☐	☐	
7. notifying parents and administrators in case of serious injury (if appropriate)	☐	☐	☐	
8. locating emergency phone numbers in conspicuous places	☐	☐	☐	
9. installing appropriate first aid information (notices) in the classroom and/or laboratory	☐	☐	☐	
10. recording the essential details of an injury	☐	☐	☐	
11. briefing other school personnel on the first aid procedure	☐	☐	☐	
12. incorporating state and local policies regarding the administration of first aid in the school environment	☐	☐	☐	
The plan:				
13. included a detailed list of all first aid supplies needed	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW


Enabling Objective
Given case situations describing student injuries, outline the steps to follow in providing emergency treatment for each situation described.
You will be reading the Case Situations, pp. 20–22, and writing a plan for providing emergency treatment for each situation described.
Your competency in outlining the steps to follow in providing emergency treatment will be evaluated by your resource person, using the Emergency First Aid Care Checklist, pp. 23–25.

The following Case Situations describe four incidents in which students sustained injuries in school facilities. Read the situations and then **prepare in writing** the step-by-step first aid procedures you would use in handling each situation. Keep in mind that the procedures should reflect your own state and local regulations regarding administration of first aid by school personnel.

CASE SITUATIONS

Case Study 1:

Jennifer and Gale are making Christmas candy in a home economics class. They are eager to finish the candy (and eat it!) so they have turned the burner up all the way. One of their friends, Sally, stops in to chat, and while they are distracted, the candy catches fire. Sally notices the range, runs over to pull the pan off the burner, and the boiling candy spills onto her arm. You hear the commotion and run into the lab just in time to see Sally spill the candy on herself. The candy is still flaming. What would you do?

Case Study 2:

Your classroom faces a plaza and on either side of the outside door are roll-out type windows with steel casements which are cranked open onto the plaza. The bell to dismiss class rings, and Saul rushes through the outside door and bangs his head against the corner of the window. You run out and find him knocked unconscious with a large gash in his forehead which is bleeding profusely. What would you do?

Case Study 3:

Jeremy is machining a piece on a lathe. You are nearby in the process of demonstrating how to use an electric arc welder. You hear a shout, and when you look up, you discover that the student's sleeve had been caught in the lathe and his arm is battered. What would you do?

Case Study 4:

Tiffany has built a display case. After completing it, she decides to install small lights behind the decorative molding around the inside edges. To get a closer look into the cramped space, she removes her safety glasses and begins soldering the electrical connections. When she is working on the top side of the case, a speck of hot solder falls down into her eye. You can see a burn in the eyeball and the solder speck floating around under the lid. What would you do?

After you have developed your plans for emergency treatment, arrange to have your resource person review and evaluate your plans. Give him/her the Emergency First Aid Care Checklist, pp. 23–25, to use in evaluating your work.

EMERGENCY FIRST AID CARE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
Case Study 1:				
1. The emergency procedure includes plans for accomplishing the following:				
a. immediate action to stop the flames	☐	☐	☐	☐
b. immediate action to treat second or third degree burns	☐	☐	☐	☐
c. immediate action to prevent shock	☐	☐	☐	☐
d. prompt notification of parents (if appropriate) and school official(s)	☐	☐	☐	☐
e. prompt notification of designated physician or medical facility	☐	☐	☐	☐
f. immediate preparation for transporting the injured to a doctor	☐	☐	☐	☐
2. The procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	☐
3. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	☐
4. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	☐
Case Study 2:				
5. The emergency procedure includes plans for accomplishing the following:				
a. immediate action to check for breathing	☐	☐	☐	☐
b. immediate action to stop the bleeding	☐	☐	☐	☐
c. immediate action to give first aid for unconsciousness	☐	☐	☐	☐
d. prompt notification of parents (if appropriate) and school official(s)	☐	☐	☐	☐
e. prompt notification of designated physician or medical facility	☐	☐	☐	☐

	N/A	No	Partial	Full
f. immediate preparation for transporting the injured to a doctor	☐	☐	☐	
6. The emergency procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	
7. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	
8. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	
Case Study 3:				
9. The emergency procedure includes plans for accomplishing the following:				
a. immediate action to make the injured person comfortable	☐	☐	☐	
b. immediate action to stop the bleeding	☐	☐	☐	
c. immediate action to treat wounds and abrasions	☐	☐	☐	
d. prompt notification of parents (if appropriate) and school official(s)	☐	☐	☐	
e. prompt notification of designated physician or medical facility	☐	☐	☐	
f. immediate preparation for transporting the injured to a doctor	☐	☐	☐	
10. The emergency procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	
11. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	
12. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	

	N/A	No	Partial	Full
Case Study 4:				
13. The emergency procedure includes plans for accomplishing the following:				
a. immediate action to remove foreign body from the eye	☐	☐	☐	
b. immediate action to treat the eye injury	☐	☐	☐	
c. prompt notification of parents (if appropriate) and school official(s)	☐	☐	☐	
d. prompt notification of designated physician or medical facility	☐	☐	☐	
e. immediate preparation for transporting the injured to a doctor	☐	☐	☐	
14. The emergency procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	
15. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	
16. The emergency procedure includes plans for continued supervision of the other students in the class	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, and/or in *Standard First Aid and Personal Safety*, revise your procedure(s) accordingly, or check with your response person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Provide for the First Aid Needs of Students (E–6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

In providing for the first aid needs of students, the teacher:	N/A	None	Poor	Fair	Good	Excellent
1. planned a first aid procedure which conformed to state, local, and school policy	☐	☐	☐	☐		
2. utilized other school personnel with first aid training	☐	☐	☐	☐		
3. located emergency telephone numbers in conspicuous places	☐	☐	☐	☐		
4. posted appropriate first aid information (notices) in the classroom and/or laboratory	☐	☐	☐	☐		
5. briefed other school personnel on the first aid procedures	☐	☐	☐	☐		
6. notified parents in case of emergency (if appropriate)	☐	☐	☐	☐		
7. notified school officials in case of emergency	☐	☐	☐	☐		
8. administered emergency first aid in case of injury	☐	☐	☐	☐		
9. developed a detailed list of all first aid supplies and equipment needed	☐	☐	☐	☐		
10. purchased and maintained the necessary supplies	☐	☐	☐	☐		
11. located the first aid supplies in an easily accessible place	☐	☐	☐	☐		
12. instructed students in the first aid procedures	☐	☐	☐	☐		
13. recorded accurately the essential details of any injuries which occurred	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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